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ABSTRACT

This course content guide was developed in accordance with the Standards for Accreditation of Public Schools adopted by the Arkansas State Board of Education. The guide is offered as a framework upon which a curriculum can be built. Within the subject area and at each grade level, the content guide identifies skills at three instructional levels: basic, developmental, and extensions. The basic skills are those skills that all students must master and upon which the minimum performance test items are based. Extensions are suggested for those learners who have mastered the required basic and recommended developmental skills. Extensions stress the higher order thinking, processing, and problem-solving skills. These extensions suggest ways for the teacher to broaden student learning on grade level without introducing more basic skills from subsequent grade levels. This junior high business education guide offers skills sequenced for grades 9 and 10. The guide lists skills for the following four courses: exploratory business (keyboarding, computer applications, business communications, telecommunications, business machines and reprographics, Social Security, taxes, payroll, banking, shorthand, speedwriting, filing, entrepreneurship, parliamentary procedure, self-image, and accounting); introduction to business (economics, economic role of business, computers, current opportunities, money management, banking, credit, savings and investments, insurance, government and labor); practical arts (keyboarding, computer applications, business machines and reprographics); and typewriting I (keyboarding and basic and advanced formatting skills). (KC)

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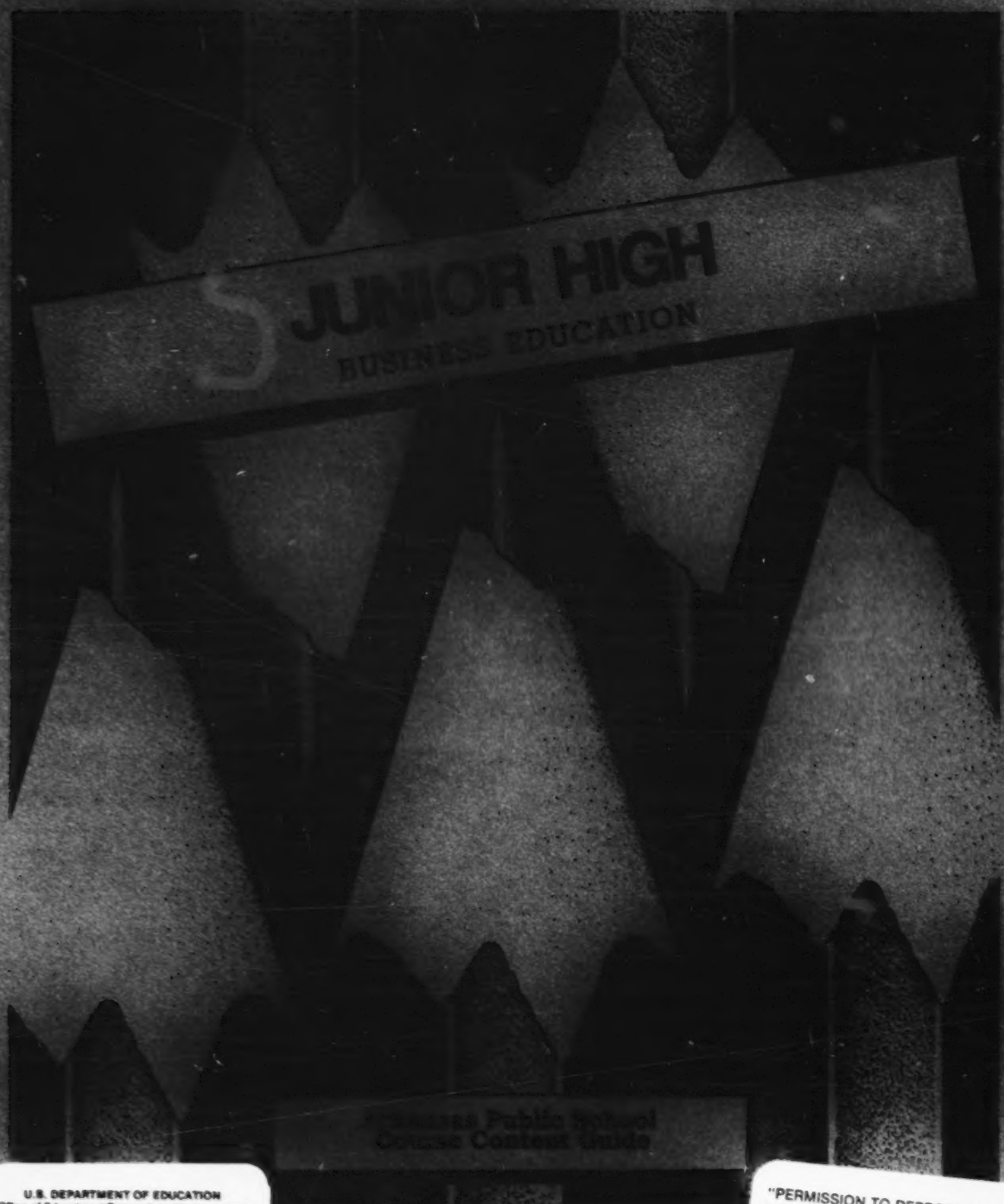


Arkansas Public School Course Content Guide

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# INTRODUCTION

The STANDARDS FOR ACCREDITATION OF PUBLIC SCHOOLS, adopted by the Arkansas State Board of Education, required the development of these course content guides. The Standards also required that essential skills be identified for each course taught in the public schools of Arkansas. Committees of classroom teachers, curriculum specialists, principals, superintendents, staff members from institutions of higher education and Department of Education personnel jointly identified the skills included in each of the guides.

These guides are offered as a framework on which a curriculum can be built; they should not be considered the complete (only) curriculum of a school. After adopting the guides and after careful planning, the local staff should extend them by developing teaching plans, identifying resources, selecting presentation methods and coordinating evaluative techniques with skills to be taught. From these expansions of the course content guides, a more complete curriculum guide can emerge.

Within each subject area and at each grade level, skills have been identified at three instructional levels: basic, developmental and extensions. The basic skills are those skills which all students must master. They are also the skills on which the Minimum Performance Test items are based. A comprehensive guide should exceed minimum levels of expectation. Developmental skills and extensions are also included.

Extensions are suggested for those learners who have mastered the required basic and recommended developmental skills. Extensions stress the higher order thinking, processing and problem solving skills. These extensions suggest ways for the teacher to broaden student learning on grade level without introducing more basic skills from subsequent grade levels.

The nature of some subject areas requires sequencing of skills. In those subject areas, skills are sequenced by grade level. Sequencing in some subject areas is left to the discretion of the school district and teachers.

The Student Assessment/Minimum Performance testing program coordinates with the statement of basic skills in the course content guides. The Minimum Performance Test measures mastery of basic skills. Promotion from the eighth grade will depend upon mastery of the basic skills listed in the five course content guides for reading, mathematics, language arts, science and social studies.

No curriculum should be considered static. Updating of the guides should be a continuous process. Responses from educators will help determine when revision is needed.

The Department and the State Board of Education recognize the outstanding work of those professional educators who have contributed to the development of these guides. Without their help, this work could not have been accomplished.

# Exploratory Business

Grade Level: 9, 10 Prerequisites: None

Exploratory Business is a two-semester course designed to provide opportunities for students to investigage broad occupational categories in the field of business. Exploratory activities will be provided in the following areas: Computer literacy, keyboarding, management and finance, accounting, data/word processing, marketing, secretarial and clerical. Exploratory Business is NOT a skill-developmental course, but rather is designed to help students "explore" the various occupational areas of business and to aid them in identifying their interests and aptitudes in these areas.

## KEYBOARDING

### Basic Skills

1.1 Prepare machine and work area.
1.2 Demonstrate proper keyboarding posture.
1.3 Identify parts of machine used to insert paper correctly.
1.4 Insert and remove paper.
1.5 Identify home row keys.
1.6 Demonstrate correct fingering for the alphabetical, numerical, and symbol keys using the touch method.
1.7 Operate basic service keys.
1.8 Demonstrate setting left and right margins.
1.9 Type words using proper keystroking techniques.
1.10 Compute gross words a minute on a one-minute timed writing.
1.11 Space properly after punctuation marks.
1.12 Space correctly before and after symbols.
1.13 Demonstrate proper care of the typewriter.
1.14 Compute margin settings for various line lengths using different pitches.
1.15 Type sentences and paragraphs using proper keyboarding techniques.

### Developmental Skills

1.25 Type from handwritten and rougy-draft copy using proofreader's marks.
1.26 Compute gross words a minute on two- and three-minute timed writings.
1.27 Demonstrate speed and accuracy progress.

### Extension Skills

1.75 Use word processing equipment.
1.76 Follow directions through the use of prepared audio media.
1.77 Create and/or participate in typewriting games.
1.78 Center, horizontally, words and lines.
1.79 Center tables horizontally and vertically.
1.80 Key in block-format business letters.

1.81 Differentiate between block and modified block style.
1.82 Differentiate between open and mixed punctuation.
1.83 Address small envelopes.
1.84 Address large envelopes in OCR format.
1.85 Apply use of proofreader's marks.
1.86 Reproduce unbound manuscript.
1.87 Reproduce left-bound manuscript.
1.88 Reproduce short report.

## COMPUTERS AND BUSINESS APPLICATIONS.

### Basic Skills

2.1 Demonstrate correct fingering for the alphabetical, numerical, and symbol keys using the touch method.
2.2 Demonstrate use of the special function keys on the keyboard.
2.3 Demonstrate proper care and handling of equipment.
2.4 Perform appropriate power-on and power-off procedures.
2.5 Perform system commands necessary to store, retrieve, and execute programs and obtain a directory or catalog.
2.6 Operate a printer, load paper, and print data.
2.7 Proofread, correct errors, and make editorial changes in data presented on the video display.
2.8 Save, update, and retrieve data.
2.9 Perform operations involving peripherals.
2.10 Perform system generation (boot system).
2.11 Identify various forms of auxiliary storage.
2.12 Load and store programs to auxiliary storage.
2.13 Identify software programs commonly used in business applications.
2.14 Describe how electronic computer technology has influenced business, science, government, education, and has enhanced individual lives.
2.15 Describe career opportunities involving computers in business, sciences, government, and education.
2.16 Discuss the importance of protecting data files and information with integrity and confidentiality.
2.17 Enter manuscript information using a word processing package.
2.18 Move data from one place to another.
2.19 Enter business documents.
2.20 Produce mailable names from a mailing list.
2.21 Load a commercial word processing program.
2.22 Save, edit, and print a document.
2.25 Key a prewritten program.
2.26 Define the meaning of each of the following as they pertain to software:
a. public domain
b. copy protected
c. licensing agreements.
d. copyright
e. ownership
f. rights to sell
2.27 Identify and demonstrate special editing features of a word processing package.
2.28 Create documents with variable information.
2.29 Revise documents with variable information.

### Extension Skills

2.75 Operate computer DOS and OS systems (mainframe).
- a. respond to basic messages
- b. analyze and react to error messages
- c. use various utility programs
- d. use job procedures
- e. initiate system generation procedures

2.76 Describe innovative problem solving techniques which have resulted from computer and communications technology such as:
- a. rapid processing of information
- b. rapid transfer of information
- c. satellite technology
- d. simulations
- e. library retrieval services

2.77 Describe the impact of computers on research as a learning tool, scientific applications, artificial intelligence, robotics, and home and personal use.

2.78 Research laws governing legal and illegal use of hardward, software, and telecommunication systems.

2.79 Research procedures for obtaining a software copyright.

## BUSINESS COMMUNICATIONS

### Basic Skills

3.1 Match terms and definitions relating to business communications.

3.2 Use correct capitalization and punctuation in a selected group of sentences.

3.3 Demonstrate the correct use of numbers in sentences.

3.4 Divide words correctly.

3.5 Spell selected words from a spelling list.

### Developmental Skills

3.25 Compose original sentences using rules for capitalization, punctuation, and spelling of numbers.

3.26 Write sentences using selected spelling words.

### Extension Skills

3.75 Exchange and analyze original sentences of another student.

3.76 Run a capitalization and punctuation program on a computer.

## TELECOMMUNICATIONS

### Basic Skills

4.1 Match terms associated with telecommunications to correct definitions.

4.2 Match types of telephone calls to their correct definitions.

### Developmental Skills

4.25 List good telephone techniques in business situations.

4.26 Complete telephone message forms accurately.

4.27 Demonstrate how to locate information in the telephone directory.

4.28 List other types of telecommunication systems.

### Extension Skills

4.75 Explain the use of telecommunications by radio stations, newspaper offices, and/or investment brokers.
4.76 Demonstrate the use of a modem with a computer.

## BUSINESS MACHINES AND REPROGRAPHICS

### Basic Skills

5.1 Match terms related to electronic calculators.
5.2 Match the key to its symbol.
5.3 Use the touch method for addition and subtraction.
5.4 List the types of copiers and duplicating equipment most commonly used in business.
5.5 Reproduce a copy on a copying machine.
5.6 Explain how to collate several copies of a multi-page report.

### Developmental Skills

5.25 Reproduce an FBLA chapter meeting agenda.

## SOCIAL SECURITY

### Basic Skills

6.1 Match terms associated with Social Security.
6.2 State the purpose of paying FICA tax.

### Developmental Skills

6.25 Fill out an application form for a Social Security card.

### Extension Skills

6.75 Predict the future of Social Security for your generation.
6.76 Restucture the Social Security program.

## TAXES

### Basic Skills

7.1 Define terms associated with taxes.
7.2 Explain why individuals and corporations pay taxes.

### Developmental Skills

7.25 List three levels of government that collect taxes.
7.26 Describe the differences in the terms wages and salaries.

### Extension Skills

7.75 Compute FICA tax at the rate of 6.05 percent of the total earnings on a given list of employees.
7.76 Compute Federal Withholding Tax using a tax table on a given list of employees and their number of exemptions.

## PAYROLL

### Basic Skills

8.1 Determine hours worked.
8.2 Figure weekly gross earnings.
8.3 Read tax charts and figure net earnings.

### Developmental Skills

8.25 Fill out a W-2 and W-4 form.
8.26 Complete a payroll register.

### Extension Skills

8.75 Run CAI program on payroll.
8.76 Develop a payroll program.

## BANKING

### Basic Skills

9.1 Match terms associated with banking.
9.2 Identify the parts of a check.
9.3 Identify the types of check endorsements.

### Developmental Skills

9.25 List main bank services.
9.26 List procedures for opening a checking account.
9.27 List the steps in completing a check stub or check register.
9.28 List entry-level careers in banking.
9.29 Write a check.
9.30 Fill out a new account application.
9.31 Complete a signature card and deposit ticket.
9.32 Reconcile a bank statement.

### Extension Skills

9.75 Explore the use of computers in banking services.
9.76 Explore the investment services of a banking institution.
9.77 Explore the procedures used by a banking institution for approving a loan.

## SHORTHAND

### Basic Skills

10.1 Identify and write shorthand characters.
10.2 Write words using shorthand characters.
10.3 Read simple sentences containing some shorthand words.

### Developmental Skills

10.25 Identify and write selected brief forms.
10.26 Identify and write selected shorthand phrases.
10.27 Write simple sentences using shorthand words.
10.28 Transcribe sentences written in shorthand.

### Extension Skills

10.75 Construct a bingo game using shorthand characters.
10.76 Explore the differences and similarities in speedwriting, machine shorthand, Gregg shorthand, and Century 21 shorthand.

## SPEEDWRITING

### Basic Skills

11.1 Match terms regarding speedwriting with definitions.
11.2 Pronounce selected speedwriting outlines.
11.3 Write selected speedwriting outlines.

### Developmental Skills

11.25 Write words using selected rules.
11.26 Write selected brief forms, phrases, abbreviations, sentences, and punctuation marks.
11.27 Transcribe sentences written in speedwriting to longhand.
11.28 Name careers in which speedwriting skills could be used to a great advantage.

### Extension Skills

11.75 Construct words using outlines and rules learned.
11.76 Compose sentences using outlines learned.

## FILING

### Basic Skills

12.1 Match terms associated with filing.
12.2 Match filing systems with correct definitions.
12.3 Index into units a name to be filed.
12.4 Index into units a business to be filed.

### Developmental Skills

12.25 List occupations that commonly require filing skills.
12.26 Arrange names in proper alphabetical order for filing, using basic rules of the alphabetical system.

### Extension Skills

12.75 Explore an alphabetizing program on the computer.
12.76 Complete a filing practice set.
12.77 Explore a filing system used by a local business.
12.78 File alphabetically all FBLA local chapter members.

## ENTREPRENEURSHIP

### Basic Skills

13.1 Match terms associated with entrepreneurship.
13.2 Name reasons business exist.
13.3 Match business functions to their activities.
13.4 List advantages and disadvantages of the various forms of business.
13.5 List the characteristics of an entrepreneur.

### Developmental Skills

13.25 Study the characteristics of an entrepreneur and compare them with your characteristics.
13.26 Provide an example for each type of business enterprise.
13.27 Intrepret stock market quotations.
13.28 Solve a decision-making problem.

### Extension Skills

13.75 Identify a business opportunity and tell why it interests you.
13.76 Construct a business enterprise plan.
13.77 Conduct an investigative interview with an entrepreneur.
13.78 Analyze trends within the stock market.

## MARKETING

### Basic Skills

14.1 Match terms related to marketing.
14.2 Identify the phases of marketing: research, production, packaging, storing, transporting, distribution, promotion.

### Developmental Skills

14.25 List career opportunities for employment in marketing, including selling, buying, and management.
14.26 List steps of the selling process: attract attention, arouse interest, create desire, convince, obtain action.

### Extension Skills

14.75 Develop and present a skit demonstrating a selling approach.
14.76 Design a product and propose an advertising campaign.

## FBLA

### Basic Skills

15. Match terms associated with FBLA.
15.2 Name the three divisions of FBLA-PBL, Inc.

### Developmental Skills

15.25 Describe the purpose of FBLA.
15.26 Name the nine goals of FBLA-PBL.
15.27 Name the five regions of FBLA-PBL.

### Extension Skills

15.75 Recite the FBLA-PBL Creed.
15.76 Design an FBLA IQ test.
15.77 Design an organizational chart to show the structure of FBLA-PBL, Inc.
15.78 Design a major financial development project.
15.79 Design a suggested organizational structure for your school.

## PARLIAMENTARY PROCEDURE

### Basic Skills

16.1 State the basic principles of Parliamentary Procedure.
16.2 Write a definition of Parliamentary Procedure.

### Developmental Skills

16.25 Identify the taps of the gavel.
16.26 Arrange in order the steps of conducting a business meeting.
16.27 Participate in an FBLA meeting using parliamentary procedure methods.

### Extension Skills

16.75 Conduct an FBLA meeting using Parliamentary Procedure.
16.76 Explain parliamentary procedures used in other campus meetings.
16.77 Attend a civic organization meeting to observe order of business.

## SELF IMAGE

### Basic Skills

17.1 Match terms related to personal concepts and attitudes.
17.2 List basic elements needed to maintain successful relationships with fellow employees.
17.3 List basic elements needed to work successfully with employer.

### Developmental Skills

17.25 Define introvert and extrovert.
17.26 Arrange in order the steps of Maslow's "Hierarchy of Needs."
17.27 Rate yourself on a self-appraisal scale.

### Extension Skills

17.75 List your individual strengths and weaknesses.
17.76 Determine how you can overcome your weaknesses.

## ACCOUNTING

### Basic Skills

18.1 Match terms related to the accounting equation.
18.2 List reasons accounting skills are needed.
18.3 Match careers that require accounting skills with descriptions.
18.4 Solve the accounting equation.
18.5 Classify items as either assets, liabilities, or capital.
18.6 Match terms related to the balance sheet and income statement.
18.7 Prepare a balance sheet and income statement.
18.8 List and describe sources of revenue.

### Developmental Skills

18.25 Explain the relationship of the accounting equation to the balance sheet; to the income statement.

### Extension Skills

18.75 Demonstrate the ability to prepare a balance sheet and an income statement using the computer.

# Introduction to Business

Grade Level: 9, 10 Prerequisites: None

Introduction to Business (Business Dynamics) is a one- or two-semester introductory course designed to provide a basic understanding of how business functions. Units of instruction include economics, computer age living, current opportunities in business, banking, money management, credit, savings and investments, insurance, and government and labor.

## ECONOMICS

### Basic Skills

1.1 Give an example to show that human wants are unlimited.
1.2 Give an example to show that economic resources are limited.
1.3 Give an example of each of the three kinds of resources that are needed to produce goods and services.
1.4 Explain the importance of human resources in the production of goods and services.
1.5 State the three economic questions that must be answered by every society.
1.6 Describe three types of economic systems.
1.7 Identify five features of our private enterprise system.
1.8 Identify three economic roles each person plays.
1.9 Give an example to show how dollar votes help create demand.

### Developmental Skills

1.25 Explain why the basic economic problem forces you to make choices.
1.26 Defend the statement that people are entitled to make profits from their business ventures.
1.27 Give one example each to show how demand and supply affect prices.
1.28 Explain the effect that competition has on prices.
1.29 Explain how your worker role supports your consumer role.
1.30 Name who controls the economic resources under capitalism, socialism, and communism.

### Extension Skills

1.75 Explain how GNP is used as a measure of economic growth.
1.76 Tell how per capita output is determined.
1.77 Invite a speaker to compare various economic systems.

## THE ECONOMIC ROLE OF BUSINESS

### Basic Skills

2.1 Give an example of the four basic kinds of businesses.
2.2 Explain how marketing adds value to products.

2.3 Describe six kinds of activities that are performed by most businesses.
2.4 Explain the difference between gross profit and net profit.
2.5 State the advantages and disadvantages of the three major types of business ownership.
2.6 Give an example to show the difference between foreign trade and domestic trade.

### Developmental Skills

2.25 Give the average percent of profit made by manufacturers.
2.26 Describe two benefits that come to a community as a result of new or expanded business activity.
2.27 Give two examples of ways through which businesses carry out social responsibilities.
2.28 Tell how ownership differs among sole proprietorships, partnerships, corporations, and franchises.

### Extension Skills

2.75 Tell how we depend upon world trade for many goods and services.
2.76 Describe how tariffs, quotas, and embargoes affect world trade.

## COMPUTUTER AGE LIVING

### Basic Skills

3.1 Give reasons for increased use of computers in the world of work.
3.2 Identify terms associated with computers.
3.3 Tell how automated word processing is changing the office.
3.4 Tell ways a personal computer can help in the home.
3.5 Explain two advantages of word processors.
3.6 Explain advantages and disadvantages of using computers in the work force.
3.7 Explain the need for computer literacy.

### Developmental Skills

3.25 Explain how a computer processes business information.
3.26 Identify ways to enter data into a computer.
3.27 Tell how the widespread use of computers can affect your privacy.

### Extension Skills

3.75 Explain how the computer has made electronic mail services possible.
3.76 Explain how telecommuting will change the way some businesses operate.
3.77 Identify future uses of the computer.

## CURRENT OPPORTUNITIES IN BUSINESS

### Basic Skills

4.1 Explain why career planning is important.
4.2 Identify sources of information about job leads.
4.3 Fill out a job application form.
4.4 Write a letter of application.
4.5 Complete a personal data sheet.
5.6 Complete a follow-up letter.

### Developmental Skills

4.25 Give examples of jobs found in the local community.
4.26 List questions often asked in an employment interview.
4.27 List actions an applicant can take that will contribute to an effective interview.

### Extension Skills

4.75 Simulate a job interview.
4.76 Tour a business and ask about career opportunities.

## MONEY MANAGEMENT

### Basic Skills

5.1 List important decisions you should make before purchasing a product or service.
5.2 Give a reason to avoid impulse buying.
5.3 Describe two types of product brand names.
5.4 List items on which most families spend the largest part of their incomes.
5.5 List ways a budget can aid you financially.
5.6 Give examples of fixed expenses.

### Developmental Skills

5.25 Name services provided by the Better Business Bureau.
5.26 List rights and responsibilities of consumers.
5.27 List examples of consumer dishonesty.
5.28 Prepare an Income and Expenditures Record.

### Extension Skills

5.75 Tell how the value of a dollar is measured.
5.76 List causes of inflation.
5.77 Role play a family and prepare a monthly budget.
5.78 Simulate the purchasing of an automobile.

## BANKING

### Basic Skills

6.1 List reasons for putting money in a bank or other financial institution.
6.2 List services provided by banks.
6.3 List advantages of having a checking account.
6.4 Tell why a bank requires you to sign a signature card when opening a checking account.
6.5 Write a check.
6.6 Fill out a deposit slip.
6.7 Maintain checking account records on check stubs or in a check register.
6.8 Identify three types of endorsements and tell when each is used.
6.9 Endorse a check.

### Developmental Skills

6.25 Tell why a canceled check is valuable.
6.26 Reconcile a bank statement.
6.27 Name basic methods of payment other than cash or personal checks.
6.28 Explain why traveler's checks are a good way for travelers to make payments.

### Extension Skills

6.75 Set up a simulated set of books for the local FBLA chapter.

## CREDIT

### Basic Skills

7.1 Explain what credit is.
7.2 Give examples of how credit is used by consumers.
7.3 Discuss sources of loans.
7.4 Explain the benefits of credit.
7.5 Discuss kinds of loans available to consumers.
7.6 State the formula for calculating simple interest.
7.7 Identify factors that make a person creditworthy.

### Developmental Skills

7.25 State the difference between loan credit and sales credit.
7.26 Give examples of ways in which credit can be a disadvantage to a consumer.
7.27 Determine the amount of interest due when given the principal and a stated percentage rate for a period of days or months.

### Extension Skills

7.75 Compare kinds of charge accounts.
7.76 Contrast bank charge cards and travel and entertainment credit cards with oil company credit cards.
7.77 Determine the maturity date for a loan, given the date on which it was made and the terms of the loan.
7.78 Describe what a retail credit bureau does.
7.79 Complete a written report on how provisions of several credit laws help consumers.

## SAVINGS AND INVESTMENTS

### Basic Skills

8.1 Give two reasons for saving money.
8.2 Describe different ways to save money.
8.3 Explain how interest makes your savings grow.
8.4 Explain how to open and use a regular savings account.
8.5 Give reasons why organizations sell bonds.
8.6 Tell how real estate can be purchased as an investment.

### Developmental Skills

8.25 Describe a certificate of deposit and explain its advantages.
8.26 Define IRA.
8.27 List questions that should be answered when deciding whether or not to invest in stocks.

### Extension Skills

8.75 Play the "Stock Market Game" or given a specified amount of investment, choose a stock, "mock" invest, keep a weekly log and chart of highs and lows, sell, and determine amount of profit or loss.

## INSURANCE

### Basic Skills

9.1 Tell how insurance protects against financial losses.
9.2 Name the kinds of insurance protection that are important to most people.
9.3 Name the basic types of automobile insurance coverage.

9.4 Identify the most important reason for buying life insurance.
9.5 Name the basic types of life insurance.
9.6 Tell what kind of health insurance is purchased most often.
9.7 Discuss the types of coverage available in health insurance policies.
9.8 Identify types of economic losses against which property insurance protects.
9.9 Name the two most common causes of income loss.

### Developmental Skills

9.25 Tell how insurance provides economic security.
9.26 Explain what no-fault insurance is.
9.27 List the factors that determine the cost of automobile insurance coverage.
9.28 Name factors that determine the cost of life insurance.
9.29 Explain how term insurance and whole life insurance are different.
9.30 Explain the difference between real property and personal property.
9.31 Name examples of perils against which a basic homeowners policy provides protection.
9.32 Discuss how social security provides protection for future income.

### Extension Skills

9.75 Explain the difference between an annuity and an insurance policy.
9.76 Name health insurance programs operated by government agencies.
9.77 Invite an insurance representative to speak to the class on the different types of insurance.

## GOVERNMENT AND LABOR

### Basic Skills

10.1 List services provided by government.
10.2 Describe how government protects you as a citizen, consumer, and worker.
10.3 Identify sources of government revenue.
10.4 Tell why labor is a vital economic resource.

### Developmental Skills

10.25 Give reasons for the increasing costs of government services.
10.26 Name economic and social concerns of workers.

### Extension Skills

10.75 Explain how government can meet its expenses if taxes do not provide enough revenue.
10.76 Describe the channels used in licensing a car in Arkansas.

# Practical Arts

Grade Level: 7, 8 Prerequisites: None

The Business Education section of the Practical Arts Guide is a one-semester course designed to introduce students to specific Business Education courses. This section may be divided into two 9-week courses. The majority of time is spent in developing keyboarding skills. In addition, the areas of computers, business machines, reprographics, and business communications are explored.

## KEYBOARDING

### Basic Skills

1.1 Prepare machine and work area.
1.2 Demonstrate proper keyboarding posture.
1.3 Identify parts of machine used to insert paper correctly.
1.4 Insert and remove paper.
1.5 Identify home row keys.
1.6 Demonstrate correct fingering for the alphabetical, numerical, and symbol keys using the touch method.
1.7 Operate basic service keys.
1.8 Demonstrate setting left and right margins.
1.9 Type words using proper keystroking techniques.
1.10 Compute gross words a minute on a one-minute timed writing.
1.11 Space properly after punctuation marks.
1.12 Space correctly before and after symbols.
1.13 Demonstrate proper care of the typewriter.
1.14 Compute margin settings for various line lengths using different pitches.
1.15 Type sentences and paragraphs using proper keyboarding techniques.

### Developmental Skills

1.25 Type from handwritten and rough-draft copy using proofreader's marks.
1.26 Compute gross words a minute on two- and three-minute timed writings.
1.27 Demonstrate speed and accuracy progress.

### Extension Skills

1.75 Use word processing equipment.
1.76 Follow directions through the use of prepared audio media.
1.77 Create and/or participate in typewriting games.
1.78 Center, horizontally, words and lines.
1.79 Center tables horizontally and vertically.
1.80 Key in block-format business letters.
1.81 Differentiate between block and modified block style.
1.82 Differentiate between open and mixed punctuation.
1.83 Address small envelopes.
1.84 Address large envelopes in OCR format.

1.85 Apply use of proofreader's marks.
1.86 Reproduce unbound manuscript.
1.87 Reproduce left-bound manuscript.
1.88 Reproduce short report.

## COMPUTERS AND BUSINESS APPLICATIONS.

### Basic Skills

2.1 Demonstrate correct fingering for the alphabetical, numerical, and symbol keys using the touch method.
2.2 Demonstrate use of the special function keys on the keyboard.
2.3 Demonstrate proper care and handling of equipment.
2.4 Perform appropriate power-on and power-off procedures.
2.5 Perform system commands necessary to store, retrieve, and execute programs and obtain a directory or catalog.
2.6 Operate a printer, load paper, and print data.
2.7 Proofread, correct errors, and make editorial changes in data presented on the video display.
2.8 Save, update, and retrieve data.
2.9 Identify various forms of auxiliary storage.
2.10 Load and store programs to auxiliary storage.
2.11 Identify software programs commonly used in business applications.
2.12 Describe how electronic computer technology has influenced business, science, government, education, and has enhanced individual lives.
2.13 Describe career opportunities involving computers in business.

### Developmental Skills

2.25 Discuss the importance of protecting data files and information with integrity and confidentiality.

### Extension Skills

2.75 Enter manuscript information using a word processing package.
2.76 Move data from one place to another.
2.77 Enter business documents.
2.78 Produce mailable names from a mailing list.
2.79 Load a commercial software program
2.80 Save, edit, and print a document.

## BUSINESS MACHINES AND REPROGRAPHICS

### Basic Skills

3.1 Match terms related to electronic calculators.
3.2 Match the key to its symbol.
3.3 Use the touch method for addition and subtraction.
3.4 List the types of copiers and duplicating equipment most commonly used in business.
3.5 Reproduce a copy on a copying machine.
3.6 Explain how to collate several copies of a multi-page report.

### Developmental Skills

3.25 Reproduce an FBLA chapter meeting agenda.

# Typewriting I

Grade Level: 7, 8, 9, 10, 11, 12 Prerequisites: None

Typewriting I is a two-semester course designed to introduce the student to typewriting with emphasis on desirable typewriting techniques. Emphasis is placed on the following: mastery of the keyboard; development of speed and accuracy; basic problem-solving applications of centering and arranging reports, letters, and tables; proofreading; and the care of the typewriter. Typewriting I is a requisite for entry-level skills in business careers.

## KEYBOARDING

### Basic Skills

1.1 Prepare machine and work area.
1.2 Demonstrate proper keyboarding posture.
1.3 Identify parts of machine used to insert paper correctly.
1.4 Insert and remove paper.
1.5 Identify home row keys.
1.6 Demonstrate correct fingering for the alphabetical, numerical, and symbol keys using the touch method.
1.7 Operate basic service keys.
1.8 Demonstrate setting left and right margins.
1.9 Type words using proper keystroking techniques.
1.10 Compute gross words a minute on a one-minute timed writing.
1.11 Space properly after punctuation marks.
1.12 Space correctly before and after symbols.
1.13 Demonstrate proper care of the typewriter.
1.14 Compute margin settings for various line lengths using different pitches.
1.15 Type sentences and paragraphs using proper keyboarding techniques.

### Developmental Skills

1.25 Type from handwritten and rougy-draft copy using proofreader's marks.
1.26 Compute gross words a minute on two- and three-minute timed writings.
1.27 Demonstrate speed and accuracy progress.

### Extension Skills

1.75 Create and/or participate in typewriting games.

## BASIC FORMATTING SKILLS

### Basic Skills

2.1 Demonstrate improved keystroking speed and control.
2.2 Center lines horizontally.

2.3 Center lines vertically.
2.4 Demonstrate proper word division.
2.5 Demonstrate ability to listen for typewriter bell as signal to return.
2.6 Demonstrate use of margin release by typing outside left and right margins.
2.7 Type memorandums on half sheets from arranged, unarranged, script, and rough-draft copy.
2.8 Type book reports and article summaries with or without source notes.
2.9 Type business letters on full sheets from both arranged and unarranged copy.
2.10 Address small envelopes; fold and insert letters into small envelopes.

### Developmental Skills

2.25 Compose as you type.
2.26 Center copy horizontally and vertically on special-size paper.

### Extension Skills

2.75 Use word processing equipment and software.
2.76 Compose, format, and type reports of FBLA activities on word processing equipment.
2.77 Create and/or participate in typewriting games.
2.78 Enter the typewriting competitive event at the FBLA conference.

## ADVANCED FORMATTING SKILLS

### Basic Skills

3.1 Improve keystroking speed and control.
3.2 Identify and correct errors.
3.3 Format and type business letters in one of the commonly used styles.
3.4 Address large envelopes using regular and OCR format; fold and insert letters into large envelopes.
3.5 Align and type Arabic and Roman numerals.
3.6 Format and type topic outlines.
3.7 Type a figure or symbol above the line (superscript).
3.8 Type a figure or symbol below the line (subscript).
3.9 Format and type a two-page unbound report with or without footnotes.
3.10 Align numeric data at the decimal.
3.11 Center, format, and type two- and three-column tables.
3.12 Place letters attractively on page using letter placement table.
3.13 Place letters attractively on various size stationery.

### Developmental Skills

3.25 Prepare carbon copies.
3.26 Reinsert the paper and align the copy to type over a character or correct an error.
3.27 Type business letters in block format, modified block format, and modified block format with indented paragraphs.
3.28 Type business letters with both mixed and open punctuation.
3.29 Demonstrate proper placement of special letter parts.
3.30 Center and type a table on special-size paper.
3.31 Center, format, and type two- and three-column tables, with main, secondary, and columnar headings.
3.32 Type leftbound and topbound reports with side headings and paragraph headings, with and without footnotes and/or endnotes.
3.33 Type a title page.
3.34 Type a memorandum.

3.35 Type an itinerary and minutes of a meeting.
3.36 Type letter of application for employment and a personal data sheet.
3.37 Type an application for employment.
3.38 Prepare form letters.
3.39 Type two-page letters from unarranged copy, using horizontal and vertical styles for second-page headings.
3.40 Type copy with right margin justified.
3.41 Apply basic grammar and number guides.
3.42 Apply basic punctuation and capitalization guides.
3.43 Type tables deciding number of spaces between columns.

**Extension Skills**

3.75 Complete a typewriting simulation.
3.76 Format, type, and print FBLA communications on word processing equipment.